Educator Effectiveness

IMPROVE SUPPORT. IMPROVE PRACTICE. IMPROVE OUTCOMES.

## What's New:

- Free online SLO training toolkit

- Annual EE Grant Process

- Implementation Training Plan

*A Newsletter from the Wisconsin Department of Public Instruction*
*Tony Evers, PhD, State Superintendent*

# Levels of Implementation Required for System Fidelity



**Cascading Logic Model**

The Cascading Logic Model* illustrates the various teams of stakeholders needed for implementation of the EE System to succeed as well as the roles and responsibilities of stakeholder groups.
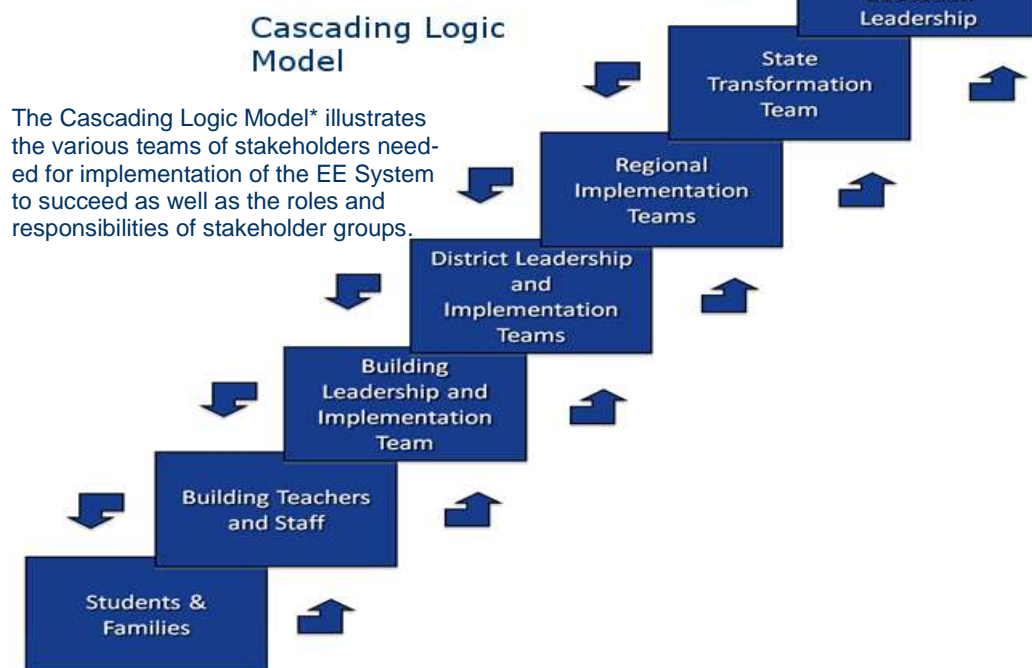
⬧ *State Dept. of Education Leadership – WI DPI*: State Supt. Tony Evers and his cabinet

⬧ *State Transformation Team – DPI EE team and partners*: develop, support, and communicate the state EE work aligned to policies, vision, and framework

⬧ *Regional Implementation Teams – CESA & Large District Implementation Coaches (IC)* (List of IC's): for more information, see: http://ee.dpi.wi.gov/support/regional

⬧ *District Leadership & Implementation Teams*: district developed leadership teams comprised of the supt., principals, district EE coordinators, & school board members

⬧ *Building Leadership & Implementation Teams*: building teams comprised of building administrators, EE coordinators, and lead teachers to develop processes and policies aligned to those determined by the District Leadership Team and

communicate these with building staff

⬧ *Building Teachers & Staff*: lead teachers responsible for communicating the EE policies & processes defined by the building and district leadership teams to their PLCs and content-area teams, as well as students and families

* Adapted from the National Implementation Research Network: http://nirn.fpg.unc.edu/learn-implementation/implementation-drivers/scaling

## Coming in early September:
## New Online Training Resource - The SLO Toolkit

A Student/School Learning Objectives (SLO) online toolkit will become available to all WI districts in early September 2013. The collection of free professional learning materials will feature a detailed facilitator guide, PowerPoint, materials, and modules to support local practice of SLOs prior to implementation training.

The toolkit will be housed on LiveBinders, a web-based material sharing platform. Communications regarding how to access the site will be sent to district administrators when the Toolkit becomes available online.

The LiveBinders SLO Training Toolkit will feature LiveBinders for training and LiveBinders of resources, such as an SLO Guidebook. All districts can benefit from this training resource as SLOs are part of the measurement component of the EE System, which is not subject to equivalency.

Future training modules, including SMART goals and Assessment Literacy, will be developed and added to the LiveBinders resources.

For more information on SLOs and EE, see the Information Brief:
http://ee.dpi.wi.gov/files/ee/pdf/IB3_SLOs.pdf
and/or visit:
http://ee.dpi.wi.gov/slo/sloov

## Training Plan for 2014-15 Implementation

The DPI Educator Effectiveness System is being pilot tested in approximately 225 districts across the state in the school year 2013-14. While feedback from that pilot will influence refinements, it's important that educators statewide have access to system training necessary for full implementation in 2014.

Training opportunities for district-wide staff are expected to begin in early 2014 and continue through the 2014-15 school year.

Pilot feedback indicated a need to deliver training in a more local, "schedule-friendly" approach. Therefore, much of the next round of trainings will be delivered through webinars, online modules, and blended learning opportunities. The training plan is to deliver online overview modules to all staff prior to the start of the 2014-15 school year, along with "just in time" comprehensive process modules to support each step of the expected yearly process.

More details about the Implementation Training Plan are expected to be released to district administrators in early Fall.

## AWSA's "Leading the Big Three" Program for Admins



LEADING THE BIG THREE

The Association of WI School Administrators (AWSA) is offering a year-long (2013-14) cohort program to assist building administrators with leading and managing through the challenges of "the big three" change initiatives: the Common Core, New State Student Assessment, and Educator Effectiveness.

The program will be offered using a blended approach at four regional sites across the state. It will consist of 2 day-long, face-to-face seminars (in early fall and spring) and several shorter webinars intermittently during the year. Participants can choose from sessions in Eau Claire, DeForest, Appleton, and Waukesha.

For dates & registration information:
https://m360.awsa.org/event.aspx?eventID=82063&instance=0

# Annual Educator Effectiveness Grant Process

In order to implement the Wisconsin Educator Effectiveness System, districts will pay DPI $80 per educator (i.e., superintendents, principals, teachers, and other licensed educator roles) to cover the costs associated with system development, training, software, support, resources, and ongoing refinement. In order to train all district staff in 2013-14 to prepare for 2014-15, districts must begin paying this fee in fall of 2013.

The 2015 Biennial Budget includes funds to support the full development and implementation of the Wisconsin EE System. Specifically, the budget provides all districts with the necessary $80 per educator.

Districts will access these funds through a simple grant process. During the week of **August 19, 2013**, DPI will send **ALL** district administrators the grant application, as well as instructions to support the application process. Grant applications must be received no later than **November 30, 2013**. Following the submission of grant applications, districts that use the state model of practice evaluation will then be provisioned licenses to the Teachscape software platform.

More detailed information about the grant process is provided in the EE Funding Information Brief: http://ee.dpi.wi.gov/files/ee/pdf/IB15_Funding.pdf.

# Teachscape Certification and the Importance of Rater Reliability

In some pilot districts, principals are collaborating to learn about the Framework for Teaching, the teacher evaluation process and Teachscape certification. Collaboration is great, but *each evaluator is required to complete the Teachscape certification assessment individually and independently*. Collaborative completion of the assessment process jeopardizes the integrity of the EE System. Here's why:

**Purpose of the assessment:** The Teachscape certification assessment improves rater reliability and an evaluator's understanding of quality instructional practices. Without properly completing the training and assessment individually, a principal

may be less likely to identify specific, targeted instructional practices that need improvement. This hinders the evaluator's ability to improve educator practice and, ultimately, student outcomes.

**Impact on implementation:** If evaluators do not complete the certification assessment independently, fewer teachers will trust the ability of their evaluators to accurately and fairly identify the quality of instructional practices. This will negatively impact the ability to implement the system effectively, to gain teachers' trust, and to impact student outcomes.

**District use of system data:** According to an information brief recently

issued from DPI in collaboration with several of the professional educational organizations, it is important that districts implement the system as designed – including the certification of evaluators - so that districts will have the choice to use EE system data for high-stakes employment and human resource decisions in the future. Failure to implement the system as designed, could negatively impact these local decisions.

DPI encourages collaborative learning about the EE System, but completing the Teachscape certification assessment by any means other than individually and independently jeopardizes the integrity of the EE System.

## Evaluation Cycle

While the EE Design Team recommended that initial educators be evaluated every year during their first three years, this did not make it into Act 166 and therefore the evaluation cycle as specified in PI 34 will continue to be followed. That is, **educators are required to be evaluated in their first year of employment and every third year thereafter.** There is no distinction between initial educators and veteran educators in this regard. In short, there is no change from existing law. (PI 34; PI 8, q.)

The Educator Effectiveness system is still in development during the 2013-14 school year. Districts piloting the system may NOT use any data, information, or evaluation results gathered in the pilot process for employment purposes or other high-stakes decisions.

## DPI EE Team Contacts

**Sheila Briggs, PhD**
Assistant State Superintendent
Division of Academic Excellence
sheila.briggs@dpi.wi.gov
608.267.7101

**Jan Haven**
Assistant Director
TEPDL
janice.haven@dpi.wi.gov
608.266.2386

**Kris Joannes**
Education Consultant
EE Training & Implementation
kristin.joannes@dpi.wi.gov
608.267.2348

**Katie Rainey**
Education Consultant
EE Policy Design & Implementation
katharine.rainey@dpi.wi.gov
608.267.0392

**Julia Steege-Reimann**
Education Consultant
EE Communications & Digital
Learning
julia.steege-reimann@dpi.wi.gov
608.267.9551

**Laura Ruckert**
Education Specialist
EE Communications & Web-design
laura.ruckert@dpi.wi.gov
608.266.8808

**Jacob Hollnagel**
EE Operations Associate
jacob.hollnagel@dpi.wi.gov
608.267.3750

General questions/Information
http://ee.dpi.wi.gov

educator.effectiveness@dpi.wi.gov

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## EE Goals in Alignment with PDP Goals

Professional Development Goals (PDP) reflect WI educator standards. Educators must develop broad goals so that the educator can continue to use the goals even if he/she changes districts, buildings, or grade levels. The PDP goals reflect both instructional strategies ("I will…") and student outcomes ("…so that students…").

PDP goals should be broad and relate to the work within both the practice and student outcomes portions of the evaluation system. PDP goals can inform the work of the educator as it applies to his/her evaluation. Educators should not use the same goals for practice and outcomes. However, it is likely that one can inform the other.

## Spotlight On:
### Steve Kimball, Senior Researcher

Steven Kimball is a senior researcher with the Consortium for Policy Research in Education (CPRE) and the Value-Added Research Center (VARC) within the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison. Steve leads the group of evaluation and measurement experts from CPRE and VARC that is supporting DPI as it develops and pilot tests the DPI EE System. His work on the System began by facilitating the Design Team decision-making process. He then led the principal and teacher evaluation work teams and more recently, has helped with the design and delivery of training for districts and educators pilot testing the system.

In addition to his work with DPI, Steve is part of the technical assistance team for the U.S. Dept. of Education's Teacher Incentive Fund supporting teacher and principal evaluation, compensation issues, and program evaluation.

Steve's prior work includes:

--Research and dissemination on standards-based teacher evaluation and compensation reforms for the CPRE Teacher Compensation Project.

--Co-Principal Investigator of a 2005-2007 study funded by the Institute for Educational Sciences on performance evaluation of principals.

--Principal investigator evaluating the Chicago Community Trust Education Program.

--Legislative analyst positions in the U.S. House of Representatives, the U.S. Senate and the Texas State Office in Washington, D.C.

Steve earned his PhD at the UW-Madison Dept. of Educational Leadership and Policy Analysis.

We want to acknowledge the extraordinary leadership and support of Dr. Steve Kimball throughout the years of system development. We have all benefitted from his experience, insights, expertise, and dedication to this effort. Many thanks, Steve!